

## Part B State Performance Plan (SPP) for 2005-2010

**Monitoring Priority: FAPE in the LRE**

**Indicator 7:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:**

## Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

## Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning =  $\left[ \frac{\text{\# of preschool children who did not improve functioning}}{\text{\# of preschool children with IEPs assessed}} \right] \text{ times } 100$ .
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $\left[ \frac{\text{\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}} \right] \text{ times } 100$ .
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $\left[ \frac{\text{\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}}{\text{\# of preschool children with IEPs assessed}} \right] \text{ times } 100$ .
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $\left[ \frac{\text{\# of preschool children who improved functioning to reach a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}} \right] \text{ times } 100$ .
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $\left[ \frac{\text{\# of preschool children who maintained functioning at a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}} \right] \text{ times } 100$ .

**Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):**

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:**

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2:** Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

**Overview of Issue/Description of System or Process**

To track child progress with respect to positive social-emotional skills (including social relationships); acquisition and use of knowledge and skills (including early language/communication and early literacy); and use of appropriate behaviors to meet their needs, the OPI has implemented the following process.

The OPI requires a special education specialist(s), with IEP team input, to use one or more of the valid and reliable instruments included on the Early Childhood Outcomes (ECO) Center's Instrument Crosswalks to assess the child's level of performance at entry and exit. Requiring an "Instrument Crosswalks" assessment ensures that special education personnel will use an appropriate and valid assessment to determine child progress and ensures that different specialist(s) are completing the COSF in a consistent manner.

After a review of all relevant data, the specialist(s) completes the Early Childhood Outcomes (ECO) Center Child Outcomes Summary Form (COSF). The COSF is completed at two different times for each child entering a preschool program. First, the COSF is completed on each child entering a preschool program. Second, the COSF is once again completed when a child who has been in the preschool program for at least six months has turned six years of age or exited the program. This allows the OPI to compare exit to entry scores on each of the three developmental areas. To actually calculate the number and percentage of children who are in each of the official five reporting categories, the OPI uses the "COSF to OSEP Categories Calculator" to determine how each pair of entry-exit ratings from the seven-point COSF scale yields the five-point scale measuring this performance indicator. The COSF is included as part of the electronic special education records student information and management system (SERIMS) within the Achievement in Montana (AIM) system.

**Defining "Comparable to same-aged peers"**

"Comparable to same-aged peers" is defined as a score of 6 or 7 on the COSF. This follows the recommendation of the ECO Center.

The OPI uses its electronic child count reporting system to collect performance data. Entry-level data is collected as part of the October 1 child count reporting. Exit-level data is collected as part of the June 30 special education exiting data collection. The child count reporting system includes data validation checks to control the values that can be placed in the fields in order to minimize data entry errors (e.g., out-of-bounds COSF ratings). The validation check at submission will not allow the

district to submit the records until the preschool outcome data has been reported. In addition, manual checks are conducted to detect anomalies and any inconsistencies with the data prior to reporting.

Training for preschool staff began during the 2008-2009 school year and is ongoing. The training includes issues related to the selection of appropriate assessments, use of the COSF and data reporting. Training also guides special education staff to select assessment procedures and use the COSF form to document level of performance, based on assessment data, for each of the three factors. The training integrates these assessment activities with all other phases of IEP development. The Child Count and Exiting instruction manuals include the reporting requirements regarding Preschool Outcomes data. In addition, the OPI staff members continue to provide 'on time' technical assistance and support to IEP teams. The purpose of this technical assistance is to ensure that the COSFs are completed accurately and reliably. Both written and Web-based materials will be developed to provide ongoing support for special education teachers, speech and language pathologists, parents, and other IEP team members

**Baseline Data for FFY 2008 (2008-2009 School Year)**

Table 7.1 below presents the progress data for preschool children exiting the program during the 2008-2009 school year. The table below provides the number and percentage of preschool children for each outcome area.

Table 7.1 Progress Data for Preschool Children Exiting in the 2008-2009 School Year

<b>A. Positive social-emotional skills (including social relationships):</b>	<b>Number of children</b>	<b>Percent of children</b>
a. Percent of children who did not improve functioning	20	2.8%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	133	18.4%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	141	19.6%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	102	14.1%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	325	45.1%
<b>Total</b>	<b>721</b>	<b>100%</b>
<b>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):</b>	<b>Number of children</b>	<b>Percent of children</b>
a. Percent of children who did not improve functioning	12	1.7%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	189	26.2%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	292	40.5%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	184	25.5%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	44	6.1%
<b>Total</b>	<b>721</b>	<b>100%</b>
<b>C. Use of appropriate behaviors to meet their needs:</b>	<b>Number of children</b>	<b>Percent of children</b>
a. Percent of children who did not improve functioning	21	2.9%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	129	17.9%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	109	15.1%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	99	13.7%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	363	50.3%
<b>Total</b>	<b>721</b>	<b>100%</b>

For FFY 2008, **721** preschool children, with entry-level data and had been in the program for at least six months, exited between July 1, 2007, and June 30, 2008. For the positive social skills outcome area, 45.1 percent maintained functioning at a level comparable to same-aged peers, while 2.8

percent did not improve functioning. In the outcome area of acquisition and use of knowledge and skills, 40.5 percent improved functioning to a level nearer to same-aged peers, but did not reach peer-level, while 1.7 percent did not improve functioning. Finally, in the use of appropriate behaviors to meet their needs, 50.3 percent maintained functioning at a level comparable to same-aged peers, while 2.9 percent did not improve functioning (see Table 7.1).

The baseline data is presented as two Summary Statements for each of the three outcome areas in Table 7.2 below.

**Table 7. 2 Baseline Preschool Outcome Data for Children Exiting in the 2008-2009 School Year**

<b>Outcome 7A: Positive social-emotional skills (including social relationships)</b>			
<b>Summary Statements</b>	<b>Total Number of Children</b>	<b>Number of Children</b>	<b>Percent of Children</b>
1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they <b>turned 6 years of age or</b> exited the program	396	243	61.4%
2. The percent of children who were functioning within age expectations in Outcome A by the time they <b>turned 6 years of age or</b> exited the program	721	427	59.2%
<b>Outcome 7B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>			
<b>Summary Statements</b>	<b>Total Number of Children</b>	<b>Number of Children</b>	<b>Percent of Children</b>
1 Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they <b>turned 6 years of age or</b> exited the program	677	476	70.3%
2. The percent of children who were functioning within age expectations in Outcome B by the time they <b>turned 6 years of age or</b> exited the program	721	228	31.6%
<b>Outcome 7C: Use of appropriate behaviors to meet their needs</b>			
<b>Summary Statements</b>	<b>Total Number of Children</b>	<b>Number of Children</b>	<b>Percent of Children</b>
1 Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they <b>turned 6 years of age or</b> exited the program	358	208	58.1%
2. The percent of children who were functioning within age expectations in Outcome C by the time they <b>turned 6 years of age or</b> exited the program	721	462	64.1%

**Discussion of Baseline Data**

Table 7.2 provides baseline data for FFY 2008 in the form of two summary statements for each of the preschool outcome areas. For the outcome area of positive social skills, **61.4** percent of children who entered the program below age expectations substantially increased their rate of growth and **68.2** percent were functioning within age expectations by the time they turned six years of age or exited the program. Of those children who entered the program below age expectations in the acquisition of knowledge and skills, **70.3** percent showed a substantial increase in their rate of growth and **31.6** percent were functioning within age expectations by the time they turned six years of age or exited the program. For those children entering the program below age expectations in the use of appropriate behaviors to meet their needs, **58.1** percent demonstrated a substantial increased rate of growth and **61.1** percent were functioning within age expectations by the time they turned six years of age or exited the program.

FFY	Measurable and Rigorous Target
<b>2009 (2009-2010)</b>	<p>A.1 <b>61.5%</b> of children who enter the program below age expectations in positive social-emotional skills (including social relationships), who substantially increase their rate of growth by the time they turn 6 years of age or exit the program.</p> <p>A.2 <b>60.0%</b> of children will function within age expectations in positive social-emotional skills (including social relationships) by the time they turn 6 years of age or exit the program.</p> <p>B.1 <b>70.0%</b> of children who enter the program below age expectations in the acquisition and use of knowledge and skills (including early language/communication and early literacy), will substantially increase their rate of growth by the time they turn 6 years of age or exit the program.</p> <p>B.2 <b>32.0%</b> of children will function within age expectations in the acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turn 6 years of age or exit the program.</p> <p>C.1 <b>59.0%</b> of children who enter the program below age expectations in the use of appropriate behaviors to meet their needs, will substantially increase their rate of growth by the time they turn 6 years of age or exit the program.</p> <p>C.2 <b>64.0%</b> of children will function within age expectations in the use of appropriate behaviors to meet their needs by the time they turn 6 years of age or exit the program.</p>

FFY	Measurable and Rigorous Target
<b>2010 (2010-2011)</b>	<p>A.1 <b>62.5%</b> of children who enter the program below age expectations in positive social-emotional skills (including social relationships), who substantially increase their rate of growth by the time they turn 6 years of age or exit the program.</p> <p>A.2 <b>61.0%</b> of children will function within age expectations in positive social-emotional skills (including social relationships) by the time they turn 6 years of age or exit the program.</p> <p>B.1 <b>71.0%</b> of children who enter the program below age expectations in the acquisition and use of knowledge and skills (including early language/communication and early literacy), will substantially increase their rate of growth by the time they turn 6 years of age or exit the program.</p> <p>B.2 <b>33.0%</b> of children will function within age expectations in the acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turn 6 years of age or exit the program.</p> <p>C.1 <b>60.0%</b> of children who enter the program below age expectations in the use of appropriate behaviors to meet their needs, will substantially increase their rate of growth by the time they turn 6 years of age or exit the program..</p> <p>C.2 <b>65.0%</b> of children will function within age expectations in the use of appropriate behaviors to meet their needs by the time they turn 6 years of age or exit the program.</p>

**Improvement Activities/Timelines/Resources:**

Improvement Activities	Timelines	Resources
The OPI will work with the contractor for SERIMS to ensure the system includes all data reporting requirements	<b>Complete</b>	OPI Staff
Develop a brief training guide and other materials for IEP teams. This guide would be supplemented by a Power Point presentation and Camtasia-based, web-resident media presentation describing how to collect performance information as required for this indicator.	<b>2009-2010</b>	OPI Staff MPRRC ECO
Provide statewide training and guidance for IEP teams	2008-2010	OPI Staff CSPD/ECPPD ECO MPRRC
Provide telephone support and on-site training, as needed.	2008-2010	OPI Staff CSPD/ECPPD MPRRC

## SPP Template – Part B (3)

**MONTANA**  
State

Provide professional development and training to personnel providing services to preschool-age children on scientific, research-based strategies related to positive social emotional skills, use of appropriate behaviors and acquisition and use of knowledge and skills, including early language/communication and literacy.	2008-2010	OPI staff MPRRC CSPD ECPPD MSHA ECO CELL
<b>The OPI will require the use of the Special Education Module in the AIM student data system.</b>	<b>2009-2010</b>	<b>OPI Staff</b>